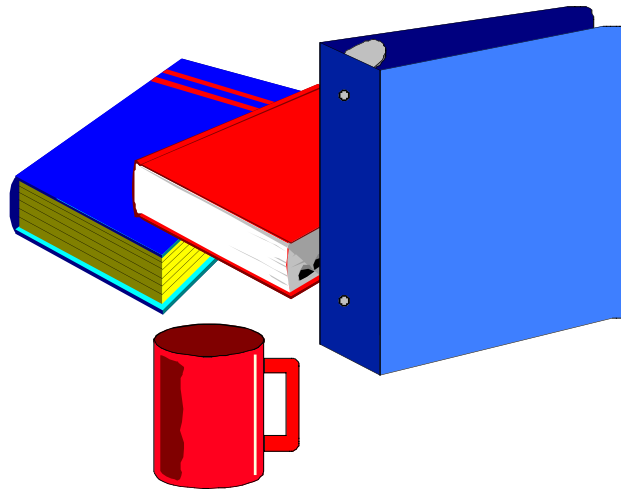


**Direct Support Professional Training
Year 2**

Teacher's Resource Guide



Session #11 Wellness: Promoting Good Health

**Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

2000

List of Class Sessions

Session	Topic	Time
1	Introduction and Supporting Choice: Identifying Preferences	3 hours
2	Person-Centered Planning and Services	3 hours
3	Person-Centered Planning and Services	3 hours
4	Communication, Problem-Solving and Conflict Resolution	3 hours
5	Positive Behavior Support: Understanding Behavior as Communication	3 hours
6	Positive Behavior Support: Adapting Support Strategies to Ensure Success	3 hours
7	Teaching Strategies: Personalizing Skill Development	3 hours
8	Teaching Strategies: Ensuring Meaningful Life Skills	3 hours
9	Supporting Quality Life Transitions	3 hours
10	Wellness: Medication	3 hours
11	Wellness: Promoting Good Health	3 hours
12	Assessment	2 hours
Total Class Sessions		12
Total Class Time		35 hours

Session: 11
Topic: Wellness: Promoting Good Health

Core

Objectives: Upon completion of this session, the DSP should be able to:

1. Demonstrate correct hand washing techniques
2. Explain and demonstrate the use of Standard Precautions
3. Identify signs and symptoms of illness and or injury
4. State six principles of care
5. Demonstrate supporting and or assisting an individual with personal care

Time:	<i>Introduction and Key Words</i>	5 minutes
	<i>Health History</i>	10 minutes
	<i>Assessing for Illness and Injury</i>	20 minutes
	<i>Reporting Guidelines</i>	20 minutes
	<i>Prevention of the Spread of Germs</i>	20 minutes
	BREAK (includes activity)	20 minutes
	<i>Standard Precautions</i>	30 minutes
	<i>Disinfecting</i>	10 minutes
	<i>Principles of Care</i>	15 minutes
	<i>Personal Care</i>	10 minutes
	<i>Personal Care Skill Activities and Practice Questions</i>	20 minutes
	Total Time	180 minutes

Materials:

- Overhead Projector or LCD Projector with compatible laptop computer and Powerpoint application;
- Hard copy of overheads or disk with Powerpoint presentation;
- Some blank overheads, a flipchart, or chalkboard with markers, chalk, etc.;
- *Resource Guide* for all class participants;
- Liquid/bar soap and/or other props for skill sheets;
- Disposable gloves;
- Wash cloths or paper towels; and,
- Blank white paper (8.5 x 11)

Cautionary Statement

The material in this module is not intended to be medical advice on personal health matters. Medical advice should be obtained from a licensed physician. This module highlights several prevention and safety measures. We urge you to talk with nurses, dietitians, and other safety and health care professionals to broaden your understanding of the fundamentals covered in this module.

Preparation

Instructor should read over the presentation outline, becoming thoroughly familiar with the information and instructions for the presentation. The information could be presented verbatim or paraphrased, as long as the essential information is conveyed.

Introduction

Do

Show overhead #1

Say

Welcome to Session 11 of the DSP training. This session has many activities and should be a fun, busy last day of training. Let's get started.

In the last session we learned about guidelines for handling medication and assisting individuals with the self-administration of medications. We also learned about observing and looking for potential drug side effects and interactions. Some of this was review from Year I and some of it was new information.

Does anyone have any questions about our last session before we begin?

In today's session, we will learn about healthcare fundamentals including the

Your Presentation Notes

**Session 11:
Wellness**



Promoting Good Health

Session #11, Overhead 1

importance of health histories, ongoing documentation, the practice of standard precautions, recognition of signs and symptoms of illness or injury, and supporting people in good personal hygiene. Again some of this information is review, and some of it is new.

Key Words

Do

Show overheads #2 and #3

Say

These are the key words for today. (Refer to the page number in the Resource Guide.)

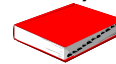
- Assess
- Health History
- Documenting
- Standard (Universal) Precautions
- Germs
- Infection
- Disinfect
- Signs and Symptoms
- Principles of Care
- Personal Care
- Dignity
- Privacy
- Mouth Care
- Plaque

Remember, you can find the definitions of these words at the end of the *Resource Guide* for this session and in the guide for Session #12.

Your Presentation Notes

Key Words

- Assess
- Health History
- Documenting
- Standard (Universal) Precautions
- Germs
- Infection
- Disinfect



Session #11, Overhead 2

Key Words

- Signs and Symptoms
- Principles of Care
- Personal Care
- Dignity
- Privacy
- Mouth Care
- Plaque



Session #11, Overhead 3

Throughout this session, we will talk about the key words, what they mean and how they apply to your job as a DSP!

Do

Show Overhead #4

Say

I would like to share a word of caution about this session.

- The information in this session is not intended to be medical advice.
- Medical advice should be obtained from a licensed physician.
- We urge you to talk to health care professionals about the fundamentals covered in this session.

A Health History

Say

As the DSP you need to know the health history of every person with whom you work. You need to know what their health care needs are and if there are any special needs or concerns. You need to know both past and present concerns. And you need to

Your Presentation Notes

A Note of Caution

- **The information in this session is not intended to be medical advice.**
- **Medical advice should be obtained from a licensed physician.**
- **We urge you to talk to health care professionals about the fundamentals covered in this session.**

Session #11, Overhead 4

know where this information can be physically located. Each individual in your home should have a written Health History.

Say

You will find a copy of **Key Elements of a Health History** in the *Worksheets and Activities Section* of your *Resource Guide* (please refer to the page number).

Do

Show overhead #5 and #6

The Health History should include at least the following:

1. Information about past and present illness
2. Family history
3. History of medications
4. Physician's and dentist's name, address, and telephone numbers
5. Allergies
6. Physician reports
7. Family information, including emergency contacts
8. Conservator or guardianship information (name, address, and telephone number, as appropriate)
9. Conservator or guardianship papers (for example, court documents)
10. Regional center service coordinator name, address, and telephone numbers

The Health History should initially be

Your Presentation Notes

Health History

- Information about past and present illness
- Family history
- History of medications
- Physician's and dentist's name, address and telephone number
- Allergies
- Physician reports

Session #11, Overhead 5

Health History

- Family information, including emergency contacts
- Conservator or guardian's name and contact information
- Conservator or guardianship papers
- Regional center service coordinator contact information

Session #11, Overhead 6

Key Elements of a Health History

1. Information about past and present illness
2. Family history
3. History of medications
4. Physician's and dentist's name, address, and telephone numbers
5. Allergies
6. Physician reports
7. Family information, including emergency contacts
8. Conservator or guardianship information (name, address, and telephone number, as appropriate)
9. Conservator or guardianship papers (for example, court documents)
10. Regional center service coordinator name, address, and telephone numbers
- 11.
- 12.
- 13.

developed by the individual and their support team and include people who know the individual well, e.g. family members, previous caregivers, health care providers, physicians, dentist, nurse, etc. and regional center service coordinator. Others may need to be included.

Ask

Can you think of some others who might have important information about a persons health care needs? Can you think of any other information that might be important to add to this list?

Note: Participants may mention teachers, day care support staff, other health care professionals (for example, physical therapist, psychiatrist etc.), job coach. As suggestions are made, write them on a flip chart or overhead and encourage participants to add them to their list.

Say

The Health History is typically located in an individual's record. It is important that you know where this information is kept in the home in which you work. You will need to be able to refer to this information on a routine and possibly an emergency basis. Health History information is critical in planning to meet present and future needs.

Your Presentation Notes

Assessing Ongoing Health Care Needs

Say

The Health History should be viewed as a living document that needs to be continuously updated with new information about the individual's health care needs. Not only do you need to know the health of every person you work with, but you need to use that information to help in assessing current and future health care needs.

As a DSP, you have opportunities throughout the day to assess an individual's health care needs. The word assess means to recognize changes in an individual. Changes can be anything that is different about the individual. Your knowledge of an individual's health history and daily routines will help you to recognize when there are changes. A change may be a sign or symptom of an illness or injury.

Do

Show overhead #7

Say

There are four skills that one uses to assess for health care needs - or signs and symptoms of illness or injury.

Your Presentation Notes

4 Skills

To Assess for Signs and Symptoms:

- LISTENING
- QUESTIONING
- OBSERVING
- DOCUMENTING

Session #11, Overhead 7

- Listening
- Questioning
- Observing
- Documenting

Remember that we have said that people communicate in many ways, both verbally (spoken) and non-verbally (behavior), or both. The DSP must always **LISTEN** to the individual and make every effort to understand what the words or behaviors are communicating. When a person is able to say “I feel sick”, the meaning may be obvious. But when a person is yelling, crying, acting differently or breathing heavily, the meaning may be less clear. The key is to look for changes in the ways a person is communicating. For example, you might be listening to a person who rarely cries. The individual has been crying off and on for the last hour. This is a change that may mean that the person is ill or injured in some way.

The DSP may also need to ask the individual **QUESTIONS** about their complaints or symptoms. Knowing something about the individual's health history will help give the DSP some direction for the questions. You may want to ask about any changes you have seen or suspect such as pain, difficulty breathing, tiredness, rash, or any changes in eating habits. For example, the DSP might see an individual pulling on his or her ear. This individual has frequent ear infections.

Your Presentation Notes

The DSP could ask the individual if he or she is having pain in his or her ear.

While listening and questioning, DSPs should use their eyes or the sense of smell to **OBSERVE** for other sign or symptoms. The DSP may become aware of unusual or unpleasant odors coming from the individual's breath, body or body fluids. Other signs or symptoms may include rash, redness, moist skin, tear streaked face, swelling, limping, or unusual drainage. For example; the DSP assists an individual with his or her daily bathing. One particular morning while assisting the individual into the bathtub, the DSP notices red blotches around the individual's stomach. This redness may indicate illness, allergy or infection and medical attention may be needed. You may be seeing signs of physical abuse. You would get medical attention if needed and follow reporting requirements.

For example, contacting local child or adult protective services, and completing written follow-up reports known as Special Incident Reports (SIRs). You can refer to Year One Direct Support Professional Training Session #10 for details and/or talk to your administrator if you have questions about reporting requirements. A copy of the Year One Information Brief on Protection from Abuse can be found in the Worksheet and

Your Presentation Notes

Activity section of your *Resource Guide* (refer to page numbers). Note: A copy of this section can be found at the end of this guide.

The DSP can assist the individual in obtaining the best in necessary medical and dental services by keeping accurate information about signs and symptoms current in each individual's record. All of the information about an individual's health care needs which you gather while **listening, questioning, and observing** should be **DOCUMENTED**. Each individual must be assured of medical and dental services to meet their individual health care needs.

Do

Show overhead #8

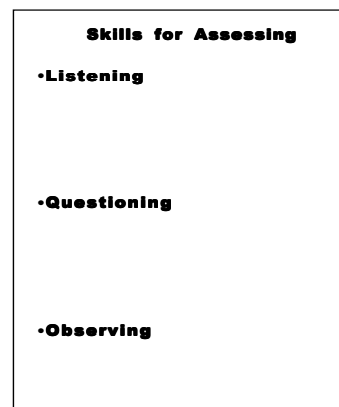
Say

You will find a copy of **Skills for Assessing** in the *Worksheets and Activities* section of your *Resource Guide* (please refer to the page number).

Remember, the word assess means to recognize changes in an individual. Changes can be anything that is different about the individual. A change may be a sign or symptom of an illness or injury.

A major role of the DSP is to recognize when there are changes in an

Your Presentation Notes



Session #11, Overhead 8

Skills for Assessing

- Listening
- Questioning
- Observing

individual's daily routine (sleeping longer, eating less) or health (runny nose, cough, limping) and to get the necessary assistance or professional care for the individual. This may include a physician's evaluation. Obtaining immediate care or assistance, will also help prevent the spread of germs, should the individual have an infection.

Let's take about 5 minutes to write some examples of individual changes that you might hear, ask about or see. Then, we will practice documenting those changes.

After about 5 minutes-

Say

Let's share our answers now. We'll start with changes you may notice that might indicate illness.

Do

Using a clean transparency of the Skills for Assessing worksheet or a flip chart, have the participants share their answers. Encourage the participants to fill in their worksheets as you add correct information to each of the 3 sections of assessment skills.

Your Presentation Notes

Do

The list should include some of the following responses. Answers may fit into one or more categories:

- Runny nose
- Vomiting
- Diarrhea
- Cough
- Bleeding
- Fever, chills
- Change in activity level
- Change in appetite
- Oozing or drainage from the eyes, ears
- Skin rash
- Shortness of breath, wheezing
- Irritability, confusion
- Change in bowels
- Change in urine color or odor
- Vaginal discharge, odor
- Sleeping more
- Sleeping less

Your Presentation Notes

Say

Who can give me an example of a sign of an injury?

Do

Continue to add answers to the skill sheet.

The list should include some of the following:

- Bruise
- Pain
- Limited movement
- Swelling
- Redness
- Tenderness
- Open wound
- Exposed bone
- Crying
- Facial grimace

Reporting Guidelines for Illness and/or Injury

Say

Let's say, you have been working with an individual and you are familiar with the individual's Health History. The individual's record states he or she has a history of getting pneumonia. When you came to

Your Presentation Notes

work this morning you observed the individual walking slower than usual. You walked up to the individual and asked them how he or she was doing. The individual indicated that they were very tired. While standing near the individual you noticed that their face was flushed. The individual's temperature was taken and the number reading was 100 degrees F.

Ask

What is this person's health history?

(Individual has a history pneumonia)

What are the changes or signs and symptoms that I just described? (Individual was walking slower than usual, indicated they were tired, flushed face, above normal temperature).

Do

Show overhead #9

Ask

How would you document these signs and symptoms? It is important to document facts, identify the individual, and the DSP making the observations.

Fill in answers on the overhead.

Listening - Individual said they were tired

Questioning - When DSP asked how they felt, individual said tired

Your Presentation Notes

**Documenting Signs
and Symptoms**

•Listening

•Questioning

•Observing

Session #11, Overhead 9

Documenting Signs and Symptoms

- Listening
- Questioning
- Observing

Observing - Individual was walking slow, face was flushed, had a temperature

Ask

So, what is the next step? Participants should answer, contact the individual's physician and your supervisor.

How do you know when and what to report to the physician and to your supervisor about the signs and symptoms you observed?

Do

Show overhead #10

Say

When deciding what to report, focus on the word CHANGE. Report what you see, hear, smell, touch, that are changes in the individual's mental, physical or emotional situation. Always, when in doubt, report.

Do

Show overheads #11, #12, #13 and #14

Say

There are some guidelines for information that should be reported when you notice changes in an individual. This is the guideline for giving information to both the physician/dentist and your supervisor when reporting the illness or injury of an individual where you work. You will find a copy of **Reporting**

Your Presentation Notes

Changes

- **Report any changes that you see, hear, smell, or touch**
- **Report any changes in the individual's mental, physical, or emotional situation**
- **When in doubt, report**

Session #11, Overhead 10

Reporting Guidelines

- **State what the individual claims is wrong**
- **Describe how the individual appears physically**
- **State when the symptoms first began or were noticed**
- **Describe any changes in the individual's eating habits the individual's behavior**

Session #11, Overhead 11

Reporting Guidelines

- **Describe any vomiting, diarrhea or urinary problems**
- **Report any recent history of similar symptoms**
- **Provide list of current medications**
- **Provide list of known allergies**

Session #11, Overhead 12

Reporting Guidelines for Signs and Symptoms

- **State what the individual claims is wrong**
- **Describe how the individual appears physically**
- **State when the symptoms first began or were noticed**
- **Describe any changes in the individual's eating habits**
- **Describe any changes in the individual's behavior**
- **Describe any vomiting, diarrhea or urinary problems**
- **Report any recent history of similar symptoms**
- **Provide list of current medications**
- **Provide list of known allergies**
- **Describe how injury happened**
- **Describe any visible bleeding or swelling, how much and how fast**
- **Describe any lack of movement or inability to move body parts**
- **Describe size of wound or injury**
- **Report pulse, temperature and blood pressure (if obtainable)**
- **State the facts**

Guidelines for Illness and/or Injury in the *Worksheets and Activities* section of your *Resource Guide* (please refer to the page number). Depending on the illness or injury, you may need to follow some or all of the guidelines. We will go over these now.

Do

Read through the statements with the participants.

Say

Are there any questions?

REMEMBER: If the *Reporting Guidelines* lead you to know or reasonably suspect the possibility of abuse or neglect of an individual, you must follow the reporting guidelines mandated by law. Again, refer to your *Worksheet and Activities* section of your *Resource Guide* (refer to the pages) for specific instructions.

Notice that the guidelines say “State the facts”. I am going to read several statements a DSP reported to a physician. If you believe the statement is a fact, STAND UP after each statement. If you believe the statement was an opinion, REMAIN SEATED after each statement.

Your Presentation Notes

Reporting Guidelines

- Describe how injury happened
- Describe any visible bleeding or swelling, how much and how fast
- Describe any lack of movement or inability to move body parts

Session #11, Overhead 13

Reporting Guidelines

- Describe size of wound or injury
- Report pulse, temperature and blood pressure (if obtainable)
- State the facts

Session #11, Overhead 14

READ

"I think Mr. Abba is walking funny."
(Opinion)

"Mrs. Chu weighs 250 pounds." (Fact)

"Johnny did not eat his dinner last night."
(Fact)

"Sara must miss her cat." (Opinion)

"I bet Juan gained weight because he is
probably snacking on candy." (Opinion)

"Charles has a dry, hacking cough." (Fact)

"Romero has a temperature of 103
degrees F." (Fact)

"Natasha is probably outside smoking a
cigarette." (Opinion)

"Tabatha cried all day." (Fact)

"Mr. Brown has not been remembering
things like what time dinner is served or
where he leaves his eye glasses." (Fact)

Your Presentation Notes

Standard (Universal) Precautions

Say

Let's review some information on the spread
of germs and some ways we can prevent the
spread of infection.

There are millions of germs (microorganisms)
around us every day. Many of the germs are

harmless and are needed for our bodies to function in a healthy way. For example, certain kinds of germs or bacteria are needed for the digestion of food and for the elimination of waste products (feces and urine) from our bodies. Other germs however, can cause illness or infection. It is important to remember that germs need warmth, moisture, darkness, oxygen and food to live and grow.

The three most common ways that germs are spread in the environment are through:

1. Direct contact;
2. Indirect contact; and
3. Droplet spread.

Knowing how germs are spread is very important. If we know how germs are spread, we can learn ways to help prevent the spread of germs that cause illness and infection and to protect both ourselves and the individuals with whom we work.

Can someone tell us what direct contact means? (Germs are spread from one person to another person)

Can someone else tell us what indirect contact means? (Germs are spread from one person to an object and then to another person)

Your Presentation Notes

Who can tell us what droplet spread refers to? (Germs are spread through the air)

Let's see how many examples we can identify for the direct, indirect and droplet spread of germs!

Do

Show Overhead #15

Say

You will find a copy of **How Germs are Spread** in the *Worksheets and Activities* section of your *Resource Guide* (please refer to the page number).

Working with the other people at your table, list several ways that germs can be spread under each of the headings; direct contact, indirect contact and droplet spread. This can include germs where you live, work and play.

Wait about 5 minutes

Say

Great! It looks like you have some good ideas written down. Let's share them with the class. I will make a list of your answers. If you see some answers that you don't have down on your paper, you can add these to your list. Don't forget, your worksheet and activity papers are yours to study and for future reference as you work as a DSP!

Your Presentation Notes

How Germs Are Spread		
Direct Contact (Person-to-Person)	Indirect Contact (Person-to-Object-to-Person)	Droplet Spread (Through-the-Air)

Session #11, Overhead 15

Your Presentation Notes

Do

List participant answers in the correct columns. You may need to redirect some answers that are listed incorrectly. Encourage participants to write all the answers down on their worksheets as you proceed with the exercise. Below are answers you will want to include.

Direct Contact (Person to Person)

- Touching
- Contact with infected body
- Body fluids
- Insect bites
- Saliva

Indirect Contact (Person to Object to Person)

- Eating contaminated foods
- Handling soiled linen
- Handling soiled equipment
- Using soiled utensils/cups
- Drinking or using contaminated water

Droplet Spread (Through the Air)

- Talking
- Coughing
- Sneezing

Say

Knowing how germs are spread is only the first step in practicing infection control and preventing illness. Knowing how to control the spread of germs is the second step. There are many ways all of us can help control the spread of germs.

Do

Show overhead #16

Always Wash Your Hands

To prevent the spread of germs, frequent and thorough hand-washing is considered the most important single thing a person can do.

Know the Correct Precautions for Infection Control

Standard Precautions are ways of making sure that every person who has direct contact with body fluids will be protected in case the fluids are infectious or carry disease.

Keep Yourself, the Individual and the Environment Clean

One should be careful not to transfer infection to others, and, equally important, one should be careful not to be infected by others. Being clean, assisting the individuals you work with to maintain personal hygiene, and keeping the home where you work clean and germ free, are all very important for everyone.

Know the Signs and Symptoms of Infection

Recognizing that changes in an individual's energy, appetite, skin color, body temperature, to name a few, may be a sign or symptom of infection or illness. It is

Your Presentation Notes

Control the Spread of Germs

- **Always Wash your Hands**
- **Know the Correct Precautions for Infection Control**
- **Keep Yourself, the Individual and the Environment Clean**
- **Be Aware of Signs and Symptoms of Infection and Report Them**

Session #11, Overhead 16

important to recognize these signs and symptoms early and document and report them to the supervisor and the individual's physician to ensure proper diagnoses and treatment and to prevent the further spread of germs.

Hand-washing

Do

Pass out a blank sheet of paper to all participants

Say

We will talk about hand-washing first. **Hand-washing is the most effective way to prevent the spread of infection.**

Say

Please put your hands on the blank sheet of paper. Spread your fingers out and quickly draw around the outline of your hands and fingers. At the bottom of the page write "The 10 most common ways to spread infection."

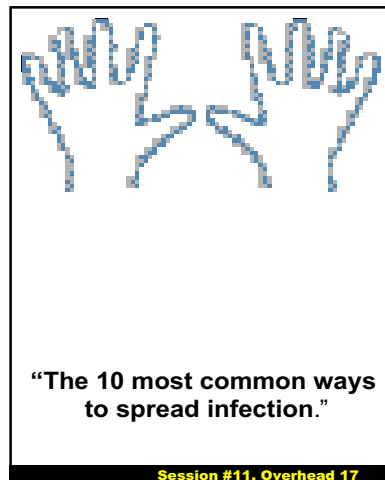
Do

Show overheads #17

Say

You should have something that looks like this. You can take this piece of paper home and share it with your family, friends, and co-

Your Presentation Notes



workers. Since your hands and fingers are the most important means for the spread of germs, it follows that handwashing is the most effective way to prevent the spread of infection.

Say

Did you know there are at least eight different times during the day when you should wash your hands? I will give you a few minutes to see if you can list some or all eight of the situations. Put your answers on the back of your hand drawing.

After a few minutes, say . . .

Say

You will find a copy of the **I Should Wash My Hands** worksheet in the *Worksheets and Activities* section of your *Resource Guide* (please refer to the page number).

Do

Show overheads #18 and #19

Say

Look at your lists and the list I have on the screen. Did anyone get all of the eight times during the day when you should wash your hands? (You might acknowledge the DSPs that got all eight on the list with a round of applause) Certainly, there can be other times during the day that hand-washing

Your Presentation Notes

When to Hand-wash!

A few examples:

- When coming to work
- Before and after any contact with an individual
- After going to the bathroom
- After coughing or sneezing

Session #11, Overhead 18

When to Hand-wash!

More examples:

- After smoking
- Before handling food
- Before and after wearing disposable gloves
- Before going home

Session #11, Overhead 19

would be important. Does anyone have more ideas that we can add to this list?

Do

Add the additional suggestions to your list and encourage the participants to complete their worksheets with the answers as you add them to the overhead or a blank transparency.

Say

Now that we have talked about the importance of hand-washing we will work in groups of two to complete an activity on hand-washing.

Do

Show overhead #20 and #21

Say

You will find a copy of Skill Sheet #1, **Hand-washing** in the *Worksheets and Activities* section of your *Resource Guide* (please refer to the page number). At the top of the skill sheet you are reminded of some of the times it is important to wash your hands. The supplies that you might need for hand-washing are also listed.

Do

With a volunteer participant as your partner, demonstrate the steps to completing the skill and how to check off each step on the skill

Your Presentation Notes

Skill Sheet #1 Hand-Washing

Name: _____
Date: _____

Attention: Remember to wash your hands:

1. When coming to work
2. Before and after any contact with an individual
3. Before handling any food
4. After going to the bathroom
5. After coughing or sneezing
6. After smoking
7. Before and after wearing disposable gloves
8. Before going home

Supplies:

1. Sink
2. Water
3. Soap
4. Towel

Session #11, Overhead 20

Steps	Procedure	
	Hand-washing	Partner
	Check	Check
1. Remove watch or push up on your forearm, remove rings and bracelets. Roll up sleeves.	<input type="checkbox"/>	<input type="checkbox"/>
2. Turn on water and adjust temperature.	<input type="checkbox"/>	<input type="checkbox"/>
3. Wet your hands and wrists. Apply soap.	<input type="checkbox"/>	<input type="checkbox"/>
4. Hold your hands lower than your elbows and rub your hands to make a suds.	<input type="checkbox"/>	<input type="checkbox"/>
5. Wash your hands vigorously and thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Wrists (grasp with opposite hand and twist wrist between fingers of hand) • Palms and backs of hands • Between fingers • Nails (rub against palms of hands or with personal nail brush) 		
6. Rinse your hands and wrists, keeping your wrists and hands below your elbows.	<input type="checkbox"/>	<input type="checkbox"/>
7. Dry your wrists and hands thoroughly with a clean towel or paper towel.	<input type="checkbox"/>	<input type="checkbox"/>
8. Use a clean paper towel to turn off faucet.	<input type="checkbox"/>	<input type="checkbox"/>
9. Throw used towel away.	<input type="checkbox"/>	<input type="checkbox"/>

Session #11, Overhead 21

SKILL SHEET #1 HAND-WASHING

Name: _____

Date: _____

Attention: Remember to wash your hands:

1. When coming to work
2. Before and after any contact with an individual
3. Before handling any food
4. After going to the bathroom
5. After coughing or sneezing
6. After smoking
7. Before and after wearing disposable gloves
8. Before going home

Supplies:

1. Sink
2. Water
3. Soap
4. Towel

PROCEDURE (Hand-washing)

STEPS	Partner Check	Instructor Check
1. Remove watch or push up on your forearm, remove rings and bracelets. Roll up sleeves.	<input type="checkbox"/>	<input type="checkbox"/>
<u>Note:</u> If the watch cannot be worn above the wrists, the watch should be kept in your pocket to prevent contamination. <u>Why?</u> Hand-washing includes the wrists.		
2. Turn on water and adjust temperature.	<input type="checkbox"/>	<input type="checkbox"/>
<u>Note:</u> Use a clean paper towel to turn the water faucet off and on. <u>Why?</u> Faucets may indirectly transfer germs.		

STEPS	Partner Check	Instructor Check
3. Wet your hands and wrists. Apply soap. <u>Note:</u> If you are using bar soap, rinse the soap before using it. <u>Why?</u> Soap can indirectly transfer germs.	<input type="checkbox"/>	<input type="checkbox"/>
4. Hold your hands lower than your elbows and rub your hands to make suds. <u>Why?</u> This will help water to run from the clean area of the forearm to the dirty area of the fingers.	<input type="checkbox"/>	<input type="checkbox"/>
5. Wash your hands vigorously and thoroughly. <ul style="list-style-type: none"> • Wrists (grasp with opposite hand and twist wrist between thumbs and fingers of hand) • Palms and backs of hands • Between fingers • Nails (rub against palms of hands or with personal nail brush) • Repeat with both hands <u>Why?</u> This makes sure all areas of the wrist and hands are cleaned.	<input type="checkbox"/>	<input type="checkbox"/>
6. Rinse your wrists and hands, keeping your wrists and hands below your elbows. <u>Why?</u> Removes and loosens dirt and germs. Washes contaminated suds and water away from clean skin.	<input type="checkbox"/>	<input type="checkbox"/>
7. Dry your wrists and hands thoroughly with a clean towel or paper towel. <u>Why?</u> Prevents chapping of hands.	<input type="checkbox"/>	<input type="checkbox"/>
8. Use a clean paper towel to turn off faucet. <u>Why?</u> Touching the faucet and/or sink will contaminate clean hands.	<input type="checkbox"/>	<input type="checkbox"/>
9. Throw used towel away. <u>Note:</u> Use a clean paper towel to open the door if leaving the bathroom.	<input type="checkbox"/>	<input type="checkbox"/>

sheet in front of the class. Talk your way through the steps as you perform them so the participants clearly understand how to use the skill sheet. Be sure to include the "Notes" under each numbered skill as you demonstrate for further understanding.

We will do this activity in the restrooms of this building. Pass out soap and paper towels, if needed.

Say

Let's begin the activity. Pick a partner. Start with one of you demonstrating the steps while your partner observes. When you complete the skill correctly, your partner will check the appropriate box. When the first partner has completed the entire list of steps and has successfully demonstrated the procedure for hand-washing, change places. The first partner will now observe and check off the second partner as he or she successfully completes each step of the skill. Are there any questions on how you will complete this activity and skill sheet? (**Note:** In order to accommodate students not of your gender - you might ask a DSP to act as the "Instructor" for going into the male/female bathroom.)

BREAK for 20 minutes (do activity during break)

Your Presentation Notes

Do

Walk around and assist as needed. Observe each participant for correctly completing the steps before signing off.

Standard Precautions

Say

We have now learned one important way to help prevent the spread of germs; frequent and thorough hand-washing. Can anyone tell the class another very important way to prevent the spread of germs? (The participants might say: Universal Precautions, Standard Precautions, or use of gloves.)

Correct! An other important way of preventing the spread of germs is called Standard Precautions. This is a specific approach to infection control.

Do

Show overhead #22

Say

Standard Precautions are ways of making sure that every person who has direct contact with body fluids (e.g., urine, feces, tears, saliva, and blood) will be protected in case the fluids are infectious or carry a disease. Standard Precautions are especially important to prevent the transmission of blood-borne and other infectious diseases.

Your Presentation Notes

Standard Precautions

Standard Precautions are ways of making sure that every person who has direct contact with body fluids will be protected in case the fluids are infected or carry a disease.

Standard Precautions are especially important to prevent the transmission of blood-borne and other infectious diseases.

Session #11, Overhead 22

After reading through the overhead-

Say

These precautions apply to all blood, all body fluids, secretions and excretions (except sweat), whether or not they contain visible blood. These precautions also apply to mucous membranes and where there is a cut or an abrasion.

Standard Precautions include the wearing of disposable (single-use) latex gloves.

Gloves must be changed after each use. New gloves are used for each person and properly disposed. Gloves should be used once and only once for each person. Otherwise the gloves themselves become contaminated and a means for the spread of germs.

You should wash your hands each time you use gloves. When you are ready to assist another individual, use a new pair of disposable gloves. If any blood or bodily fluid from the gloves touches your skin, or if a glove breaks, simply take it off, and vigorously and thoroughly wash your hands.

Note: Some people are allergic to the latex in gloves. Special, non-latex gloves can be purchased.

Your Presentation Notes

Do

Show overhead #23 and #24

Say

Standard Precautions include the use of disposable gloves during any of the following activities:

- Cleaning rectal or genital area
- Giving mouth care
- Shaving with a blade razor
- Cleaning bathrooms
- Cleaning up urine, feces, vomit or blood
- Providing or assisting with menstrual care
- Providing wound care
- Handling soiled linen or clothing
- Giving care when the DSP has open cuts or oozing sores on his or her hands
- Disposing of waste in leakproof, airtight container

It is always recommended that you wear disposable gloves when assisting any individual with toileting, bathing or showering.

Your Presentation Notes

Using Standard Precautions

- **Cleaning rectal or genital area**
- **Giving mouth care**
- **Shaving with a blade razor**
- **Cleaning bathrooms**
- **Cleaning up urine, feces, vomit or blood**
- **Providing menstrual care**

Session #11, Overhead 23

Using Standard Precautions

- **Providing wound care**
- **Handling soiled linen or clothing**
- **Giving care when the DSP has open cuts or oozing sores on his or her hands**
- **Disposing of waste in leakproof, airtight container**

Session #11, Overhead 24

Disposable Gloves

Say

Putting on disposable glove and taking them off correctly is especially important to preventing the spread of germs and infections.

Do

Follow the teacher's instructions for Skill Check #2 on the following page.

Your Presentation Notes

Direct Support Professional (DSP) Training

SKILL CHECK #2

Gloving

TEACHER INSTRUCTIONS

PRE-CLASS ACTIVITIES:

1. Gather all of the necessary supplies for skill check. Supplies are needed for practice and skill check.

Water, soap and paper towels for hand washing

New NON-LATEX disposable gloves: At least two pairs per person - one for practice and one for final skill check. [*Note: NON-LATEX gloves are recommended as some individuals have a serious allergy to Latex.*]

Waste container

Skill Check #2 worksheets

Hand Washing and Gloving Video

2. Put all supplies in central area in the classroom.

CLASSROOM ACTIVITIES:

1. In Session 11, review procedures for gloving in Session 11.
2. View *Hand Washing and Gloving* Video.
3. Demonstrate procedures on *Skill Sheet # 2 Worksheet, Gloving*.
4. Instruct students to choose a partner and to practice procedures for gloving using *Skill Check #2 Worksheet*. The student should check off each step correctly completed by his or her partner (Partner Check). When the student is comfortable that he or she knows all of the steps, the student should ask the teacher to complete the Teacher Check. [*Note: Students may reuse gloves during this practice session. Remind students that in a real-life situation, gloves would never be reused.*]
5. Using the *Worksheet*, observe the student and check off each step correctly completed (Teacher Check). After certifying that the student has completed all the steps in the skill sequence correctly from beginning to end (Teacher Check), sign and date the *Skill Check #2 Certification* form. The student is limited to three attempts. The student should not use the *Worksheet* during the Teacher Check.

COMPETENCY: Each student is required to complete *Skill Check #2 Worksheet, Gloving*, with no errors.

Direct Support Professional (DSP) Training

SKILL CHECK #2

Gloving

STUDENT INSTRUCTIONS

Directions: Partner with another member of the class. Each partner should have a *Skill Check #2 Worksheet*. Using the *Worksheet*, practice all the steps in this skill. Have your partner check off each step you correctly complete (PARTNER CHECK). When you are comfortable that you are able to correctly complete all the steps without using the *Worksheet*, ask the teacher to complete the Teacher Check.

Reminders:

ALWAYS wear disposable gloves when you:

- Assist another person with tooth-brushing or flossing, bathing, shaving, menstrual care, and cleaning the rectal or genital area;
- Clean up toilets, urine, feces or vomit; and/or,
- Perform first-aid.

ALWAYS use a new pair of gloves for each activity.

ALWAYS use a new pair of gloves for each individual.

ALWAYS wash your hands before and after using gloves.

NEVER wash gloves and use again.

Supplies: Gather all of the necessary supplies for skill check. Supplies are needed for practice and skill check.

- Water, soap, and paper towels for hand washing
- New disposable gloves: At least two pairs - one for practice and one for final skill check.
- Waste container
- *Skill Check #2 Worksheet*

COMPETENCY: Each student is required to complete *Skill Check #2 Worksheet, Gloving*, with no errors.

TEACHER _____

STUDENT: _____

DATE: _____

SKILL CHECK #2 WORKSHEET*Gloving*

Please initial each step when completed correctly	Partner Check	Teacher Check		
		Attempt #1	Attempt #2	Attempt #3

STEPS

		Date	Date	Date
1. Remove rings and watches	_____	_____	_____	_____
2. Wash your hands	_____	_____	_____	_____
3. Select a new pair of gloves of the appropriate size	_____	_____	_____	_____
4. Pull the gloves onto both hands	_____	_____	_____	_____
5. Smooth out folds to ensure a comfortable fit	_____	_____	_____	_____
6. Carefully look for tears, holes or discolored spots and replace the glove(s) with a new one if necessary	_____	_____	_____	_____

STEPS - Taking off Gloves

1. Touching only the outside of one glove, pull the first glove off by pulling down from the cuff	_____	_____	_____	_____
2. As the glove comes off your hand, turn the glove inside out	_____	_____	_____	_____
3. With the fingertips of your gloved hand, hold the glove you just removed	_____	_____	_____	_____
4. Put fingers of your bare hand inside the remaining glove, being careful not to touch any part of the outside of the glove	_____	_____	_____	_____
5. Pull the glove down, turning the glove inside out and over the first glove as you remove it	_____	_____	_____	_____
6. Drop both contaminated gloves into the proper garbage container	_____	_____	_____	_____
7. Wash your hands	_____	_____	_____	_____

Direct Support Professional (DSP) Training
SKILL CHECK #2 Verification Sheet
Gloving
CERTIFICATION

This is to certify that (Name of Student)_____

correctly completed all of the steps for *Gloving*.

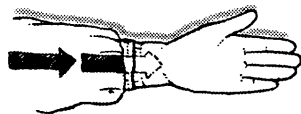
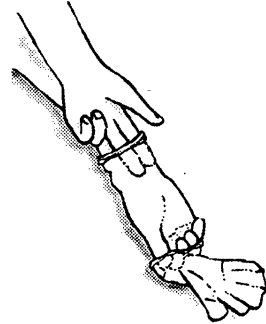
Teacher Signature:_____Date:_____

Comments:_____

Gloving Technique

Putting on non-sterile gloves

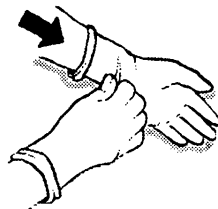
- Remove rings and watches.
 - If you are right handed, take one glove and slide it on your left hand (reverse, if left handed).
 - Pulling out another glove with your gloved hand, slide the other hand into the glove.
 - Interlace fingers to smooth out folds and create a comfortable fit
 - Carefully look for tears, holes or discolored spots and replace the glove if necessary.
- As the glove comes off your hand it should be turned inside out.
 - With the fingertips of your gloved hand hold the glove you just removed. With your ungloved hand, reach two fingers inside the remaining



glove, being careful not to touch any part of the outside.

Removing non-sterile gloves

- Touching only the outside of one glove, pull the first glove off by pulling down from the cuff.
- Pull down, turning this glove inside out and over the first glove as you remove it.
 - You should be holding one glove from its clean inner side and the other glove should be inside it.
 - Drop both gloves into the proper container.
 - Wash your hands using proper procedure.



Move about the room to assist participants as needed to ensure they have completed the skill correctly.

Do

Show overhead #26

Say

Standard Precautions are equally important to everyone. Infection control is a two-way street. Our job as a DSP is to protect the individuals with whom we work and ourselves from spreading infection between us and others in the home. If Standard Precautions are used daily, by wearing disposable gloves and frequent and thorough hand-washing, we can all help in decreasing the spread of infection.

Do

Show overhead #27

Say

These are the simple reminders for Standard Precautions.

Say

Depending on your job, you may be expected to wear other personal protective equipment (PPE), like a face mask or eye shields. If you need these, get professional help in how to use and dispose of them properly.

Your Presentation Notes

Two-Way Street

Standard Precautions are equally important to everyone.

Infection control is a two-way street.

Our job as a DSP is to protect the individuals with whom we work and ourselves from spreading infection between us and others in the home.

Session #11, Overhead 26

Remember

When using Standard Precautions, remember to:

- treat all persons as if they are infectious
- use appropriate safety equipment (e.g., gloves, masks)
- wash wrists and hands with soap or disinfectant
- handle sharp objects carefully
- cover open cuts and sores
- treat all bodily fluids as if they are infectious

Session #11, Overhead 27

Cleaning and Disinfecting

Say

Keeping the place where you work clean and free of germs is equally important. The thorough cleaning of surfaces that could possibly pose a risk to anyone who lives or works in the home is part of your job as a DSP.

Do

Ask for a list of surfaces that are likely to become contaminated. List participant's answers on a flip chart. The list should include:

- Food preparation areas
- Bathrooms
- Changing station for diapers or incontinent briefs
- Children's toys
- Bed linens
- Baby beds
- Remote control for television or VCR
- Any other items which are mouthed or come into contact with bodily fluids

Say

Routine cleaning with soap and water is the most useful method for removing germs from

Your Presentation Notes

surfaces. However, some items and surfaces should receive an additional step.

Disinfecting is the process of killing germs after cleaning with soap and water and rinsing with clear water. Disinfecting usually requires soaking or drenching the item for several minutes to give the chemical time to kill the remaining germs. One of the most commonly used chemicals for disinfection is a homemade solution of household bleach and water.

Do

Show overhead #28 and #29

Say

These two recipes for a disinfectant cleaning solution are easy to mix, safe if handled properly and kill most infectious agents. However, the solutions lose effect very quickly. The bleach solution should be mixed fresh every day.

Note: Never mix bleach with anything but fresh tap water such as ammonia or other cleaning products because it may react and cause a toxic chlorine gas. Keep the solution in a cool place out of direct sunlight.

Are there any questions about these recipes?

Remember, although this bleach is diluted for the purposes of cleaning, it must be stored

Your Presentation Notes

Bleach Disinfectant

For use in bathrooms, diapering areas, floors, etc.

Ingredients:

1/4 Cup Bleach
1 Gallon Cool tap Water

Procedure:

Add the household bleach (5.25% sodium hypochlorite) to the water
Carefully, mix well
Store in closed container in cool, dark, locked storage area
Remake daily

Session #11, Overhead 28

Weaker Bleach Disinfectant

For use on eating utensils, toys, counter tops

Ingredients:

1 Tablespoon Bleach
1 Gallon Cool tap Water

Procedure:

Add the household bleach (5.25% sodium hypochlorite) to the water
Carefully, mix well
Store in closed container in cool, dark, locked storage area
Remake daily

Session #11, Overhead 29

properly in a sealed and labeled container in the locked storage where your other cleaning supplies are kept.

Principles of Care

Say

We have talked about the importance of infection control (Standard Precautions), recognizing signs and symptoms of illness and injury, and guidelines for reporting. Now, let's talk about personal care. As mentioned earlier, infection control is practiced in the home by frequent and thorough hand-washing, using disposable gloves and cleaning (disinfecting) surfaces and items in the home that often are covered with germs. These Standard Precautions are very important when providing personal care to individuals in the home where you work. You also can practice the Assessment Skills of listening, questioning, and observing, and documenting as you provide for personal care activities in the home. Your knowledge of an individual's Health History and the ability to recognize current signs and symptoms of illness or injury, may result in the need to contact the individual's physician and/or your supervisor for follow-up care or attention.

When assisting with any personal care for an individual, it is important to remember and

Your Presentation Notes

practice **Six Principles of Care**. These six principles or responsibilities are important when providing assistance and support for personal care activities. These principles should become routine as you assist in the daily care of individuals in the home where you work.

Do

Show overhead #30

Say

You will find a copy of **Six Principles of Care** in the *Worksheets and Activities* section of your **Resource Guide** (refer to the page number).

- **Safety**
Protection of the individual, yourself and others in the home from accidents and injury.
- **Privacy**
Do not discuss an individual's care with others unless they also participate in the individual's care. Respect individual's personal space (room or part of a room) and personal belongings.
- **Dignity**
Respect the individual. Remember people in care facilities are as different as you and I. Protect the

Your Presentation Notes

Principles of Care

- **Safety**
- **Privacy**
- **Dignity**
- **Communication**
- **Infection Control**
- **Independence**

Session #11, Overhead 30

individual from embarrassment.
Respect religious and cultural beliefs.

- **Communication**
Talk with and listen to the individual, and possibly their families and person-centered planning team members to gain a better understanding of an individual's needs.
- **Infection Control**
Practice methods such as handwashing and Standard Precautions, to prevent the spread of infection to individual's, yourself and others.
- **Independence**
Encourage and assist individuals to do as much as possible for themselves by allowing time for individuals to help with their own care.

Do

Show overhead #31

Say

You will find a copy of **Six Principles of Care Activity** in the *Worksheets and Activities* section of your *Resource Guide* (refer to the page number).

Do

Divide the class into six groups and assign each group one of the principles of care. Provide each group with a piece of flip chart paper and a large felt tip marker. Have each group work together to come up with examples of how they currently practice the principle of care (assigned to their group) in

Your Presentation Notes

Six Principles of Care Activity

Safety
Privacy
Dignity
Communication
Independence
Infection Control

Session #11, Overhead 31

Six Principles of Care Activity

Safety
Privacy
Dignity
Communication
Independence
Infection Control

the homes where they work. Each group needs a recorder and a reporter. Allow about 5 minutes for this exercise.

Say

Let's share the examples each group listed.

Do

Ask the reporter from each group to come to the front of the class and share. Encourage and allow time for participants to fill in their activity sheet with answers from other groups. Hang the flip chart sheets on the wall if possible.

Personal Care

Say

Now we know what the six principles of care are. Let's look at personal care skills. You may assist and support individuals in the home where you work to complete personal care skills or a part of these skills each day. As you complete the skill worksheets today, think about and try to practice the principles of care.

Your Presentation Notes

Do

Show overhead #32

Say

The six personal care skills we will be practicing today are:

- Hair Grooming
- Cleaning and Trimming Toenails and Fingernails
- Shaving
- Mouth Care
- Bathing
- Perineal Care

Part of your job as a DSP is to learn about the individuals you are assisting. You will want to find out what skills they already have to care for their own personal needs. Some individuals need more or less help than other individuals. You will also want to know the individual's preferences as they related to personal care. For example, wearing hair long or short, permed or straight; bathing in a shower or tub; bathing in the morning, afternoon or evening. Just as you learned in the sessions on *Choice-Making and Teaching Strategies*, it is very important to teach individuals the new skills they need, so they can become more independent in the areas of self care.

Your Presentation Notes

**Personal Care
Skills**

- Hair Grooming
- Cleaning and Trimming Toenails and Fingernails
- Shaving
- Mouth Care
- Bathing
- Perineal Care

Session #11, Overhead 32

Why do you think it is important for an individual to know how to take care of their personal care needs? After a few responses-

Do

Show overhead #33

Say

We have talked about the importance of individuals learning skills and becoming more independent in their lives in earlier sessions. The area of personal care or self-care may be very sensitive for both you and for the individuals you are assisting. Let's commit ourselves to teaching individuals the necessary steps for self-care. The sooner an individual gains some level of independence in taking care of their own personal care needs, the more enjoyable their lives will be!

Personal Care (Skill Activities)

(**Note:** If the time does not allow for everyone to complete all of the following skill activities, have each group do mouth care and then pick one or two other skill activities of their choice.)

Say

Please choose partners for the next six exercises. We will work in groups of three and be role playing the actual skills of teaching, assisting, and supporting an

Your Presentation Notes

Personal Care Independence

- **Increases self-esteem and dignity**
- **Provides infection control**
- **Improves self-image**
- **Increases independence**
- **Improves overall health**
- **Improves mouth (dental) care**

Session #11, Overhead 33

individual to complete personal care activities.

You may find the next activities awkward or embarrassing to complete. It takes practice to learn how to do any skill, the same with personal care skills.

We will practice using role play. You will not need to touch each other. These are activities that you can do through demonstration and verbal direction; similar to how you might already assist an individual. You may find the practice uncomfortable at first. After several practice sessions, you will become more comfortable with the activities.

If it helps, think about how awkward or embarrassed you might feel if the situation were reversed and you needed this level of assistance to complete your personal care.

We will begin with hair care. You will find a copy of **Skill Sheet #3, Assisting an Individual with Hair Grooming** in the *Worksheets and Activities* section of your *Resource Guide* (refer to the page numbers) Please do not go on to **Skill Sheet #4** until everyone has completed hair grooming.

Please note at the top of the skill sheet the Attention and Supplies sections. Each of the skills sheet provides you with some important tips and the items you may need

Your Presentation Notes

SKILL SHEET #3 HAIR GROOMING

Name: _____

Date: _____

Attention: Remember, hairstyle is an individual choice

1. Use only the individual's personal comb and brush.
2. Clean comb and brush regularly.
3. Combs with "sharp teeth" can injure sensitive scalps.
4. Use comb and brush with a gentle touch.
5. Encourage the individual to do as much as they can for themselves.

- Supplies:**
1. Comb
 2. Brush
 3. Mirror
 4. Personal hair products

PROCEDURE (Hair Grooming)

STEPS	Partner Check	Instructor Check
1. Ask the individual if they have a preference for their hair style today.	<input type="checkbox"/>	<input type="checkbox"/>
2. Teach and assist with drying wet hair with dryer and applying gels, hair spray, etc.	<input type="checkbox"/>	<input type="checkbox"/>
3. If hair is long, divide into sections before combing or brushing.	<input type="checkbox"/>	<input type="checkbox"/>
4. Teach and assist the individual to comb or brush hair from scalp to ends of hair.	<input type="checkbox"/>	<input type="checkbox"/>
<u>Note:</u> If the hair is tangled, use a wide-tooth comb. <u>Why?</u> Pulling on tangled hair can cause damage to the hair. Gently combing or brushing from the scalp to the ends of the hair stimulate circulation.		
5. Encourage the individual to look in a mirror when finished styling.	<input type="checkbox"/>	<input type="checkbox"/>

Why? Having hair clean and groomed looks great, increases self-esteem and you can't have a "Bad Hair Day!"

to complete the skill. Be sure and review these sections before beginning the skill practice. In the home where you work, you may find you will have to adjust the supply list. No two people are alike, and the skill sheet would be developed for each individual based on their own level of skill and assistance needed. The number of steps would be the task analysis developed by the individual and his or her team. These skill sheets are examples of what a DSP might do to assist and support an individual complete a personal care activity.

Say

Start with one of you role playing the DSP and one the individual. The third partner will observe and check off the skills. When you complete the skill correctly, your partner will check the appropriate box. When the first partner has completed the entire list of steps and has successfully demonstrated the procedure for hair grooming, change places. Continue to change roles until all three of you have played the part of DSP, the individual and the observer.

Are there any questions on how you will complete this activity and skill sheet? When all three partners have completed the skill sheet correctly, raise your hand, and I will come around and check all of you off on the skill sheet.

Your Presentation Notes

If you are waiting to be checked off, you can turn to the review questions located in your *Resource Guide* (please refer to the page numbers) and begin answering the questions for this section. Please feel free to work together to discuss and answer the questions.

Do

Move about the room assisting as needed to be sure skills are completed correctly. You may want to complete your check off as you move about in order to get everyone signed off on all skill sheets.

Say

Remember, having opportunities to make choices is a key to healthy, happy people, including ourselves. Just as individuals have the opportunity to make choices about what clothes to wear and what to eat, they all need to have the choice as to how they might like to style their hair. Just like you and I, we may change our mind from day to day. Anyone here, ever had a “Bad Hair Day”? As you complete this exercise, think about how you might feel if someone just took over and began to groom your hair without your input as to how you would like to have it styled?

Please begin! If you have questions or need assistance, please let me know!

Your Presentation Notes

Say

The next skill will cover toenails and fingernails. You will find a copy of **Skill Sheet #4, Cleaning and Trimming Toenails and Fingernails** in the *Worksheets and Activities* section of your *Resource Guide* (please refer to the page numbers). Please do not go on to **Skill Sheet #5** until everyone has completed the skill sheet on nails.

Do

Continue reviewing and checking participants off for completion. Participants may need encouragement to stay on task and practice these skills realistically.

Say

During the next exercise we will learn about shaving. As you will see, this activity was written for shaving facial hair. A similar skill sheet might cover under-arm or leg shaving. You will find a copy of **Skill Sheet #5, Shaving** in the *Worksheets and Activities* section of your *Resource Guide* (please refer to the page numbers) Please do not go on to **Skill Sheet #6** until everyone has completed the skill sheet on nails. You may work on the review questions if you finish early!

Do

Continue to check off participants.

Your Presentation Notes

SKILL SHEET #4 CLEANING AND TRIMMING NAILS

Name: _____

Date: _____

Attention: Special care should be practiced when assisting with nail care.

1. Individuals with diabetes require professional assistance with nail care.
2. Toenails and fingernails should be kept clean, neatly trimmed, and smooth to prevent injury to skin.
3. Trimming the nail too short may cause ingrown toenails that can be painful and cause infection.
4. Encourage the individual to do as much as they can for themselves.

- Supplies:**
1. Personal nail clippers or nail scissors
 2. Personal cuticle or orange stick
 3. Bathtub or bowl
 4. Clean water
 5. Soap
 6. Personal towel
 7. Personal emery board or nail file

PROCEDURE (Cleaning and Trimming Nails)

STEPS	Partner Check	Instructor Check
<p>1. Teach and assist the individual how to soak their hands or feet in warm water for at least 5 minutes and then wash hands or feet with soap.</p> <p><u>Why?</u> Soaking will soften the nails and make them easier to trim.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Teach and assist how to push nail cuticle back (from fingers or toes) gently with cuticle or orange stick to prevent hangnails.</p> <p><u>Note:</u> A clean washcloth can be used for this step. DSP can demonstrate these steps on their own nails.</p>	<input type="checkbox"/>	<input type="checkbox"/>

PROCEDURE
(Cleaning and Trimming Nails)

STEPS **Partner Check** **Instructor Check**

3. Teach and assist the individual to clean under their nails (fingers or toes) with orange stick or tool on nail clipper for this purpose.

☐
☐

4. Teach and assist the individual to change the water and wash, rinse and dry their hands or feet.

☐
☐

Note: Do not rinse in soapy water.

Why? Soapy water has many germs from the nails. This will prevent skin on the hands and feet from chapping.

5. Teach and assist the individual to use nail clippers or nail scissors to trim toenails straight across. Fingernails can be trimmed with a slight curve. Use an emery board or nail file to shape and smooth the nails.

☐
☐

Remember: Individuals with diabetes need professional assistance for nail care.

SKILL SHEET #5 SHAVING

Name: _____

Date: _____

Attention: Shaving steps can be used for facial, leg or underarm hair

1. Use of electric razor should not be used in same room where oxygen is used.
2. Electric razors should not be used around water.
3. Check all types of razors for chips or rust on the blades.
4. Always dispose of used razor blades.
5. Use only an individual's personal razor.
6. Supervise the use of razors closely for safe and correct handling before individual shaves independently.
7. Encourage the individual to do as much for themselves as they can.

- Supplies:**
1. Personal electric or other style razor
 2. Shaving cream and aftershave lotion
 3. Personal towel
 4. Sink or other clean water source
 5. Mirror

PROCEDURE (Shaving)

STEPS	Partner Check	Instructor Check
1. Teach and assist the individual in locating the best place to complete their shaving. Use of a mirror is recommended for shaving the face or under the arms.	<input type="checkbox"/>	<input type="checkbox"/>

Note: Depending on what part of the body one is shaving, a sink, bowl, bathtub or shower may be more safe and functional.
Why? Safety is important while shaving. The individual should be comfortable and sitting or standing securely.

**PROCEDURE
(Shaving)**

STEPS	Partner Check	Instructor Check
<p>2. Teach and assist the individual to check their skin for moles, birthmarks or cuts. If any changes are observed in the size, shape or color of a mole or birthmark the individual should be seen by his or her physician.</p> <p><u>Why?</u> Shaving over these areas can cause bleeding and infection. Changes may indicate illness.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Teach and assist the individual to open shaving cream and remove safety cap from razor (non-electric razor) or plug electric razor in to outlet.</p> <p><u>Note:</u> Again, safety is important. Shaving cream in an electric razor can be dangerous. Electric razors near water can cause injury or death.</p>	<input type="checkbox"/>	<input type="checkbox"/>
SHAVING WITH NON-ELECTRIC RAZOR		
<p>4. Teach and assist the individual to wash area to be shaved with warm, soapy water. (Face, underarms or legs)</p> <p><u>Why?</u> Washing removes oil and bacteria from the skin and helps to raise the hair shafts so it will be easier to shave.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Teach and assist the individual how to apply shaving cream or lather with soap.</p> <p><u>Note:</u> Some soaps and shaving creams can be harsh on the skin or an individual can be allergic to them. There are different brands on the market for sensitive skin. An electric razor may work better for an individual with skin allergies.</p> <p><u>Why?</u> Shaving cream softens the skin and helps the razor glide over the skin to prevent nicking and cutting.</p>	<input type="checkbox"/>	<input type="checkbox"/>

**PROCEDURE
(Shaving)**

STEPS	Partner Check	Instructor Check
6. If the DSP is shaving the individual, wear disposable gloves. <u>Note:</u> Refer to Resource Guide for directions on putting on disposable gloves. <u>Why?</u> To prevent spread of germs.	<input type="checkbox"/>	<input type="checkbox"/>
7. Teach and assist the individual to use the fingers of one hand to hold the skin tight and shave in the direction the hair grows. <u>Note:</u> Shaving in the direction the hair grows makes a smoother shave and helps prevent irritating the skin. The DSP may want to role play or demonstrate this shaving step on him or herself.	<input type="checkbox"/>	<input type="checkbox"/>
8. Teach and assist the individual to rinse the razor often to remove hair and shaving cream so the cutting edge stays clean.	<input type="checkbox"/>	<input type="checkbox"/>
9. Teach and assist the individual to use short strokes around chin and lips on the face, front and back of knees on the legs and under the arms. <u>Note:</u> Short strokes gives better control of the razor and helps prevent nicks and cuts.	<input type="checkbox"/>	<input type="checkbox"/>
10. Teach and assist the individual to rinse off the remaining shaving cream and dry the skin with gentle patting motions. <u>Why?</u> Left over shaving cream can irritate and dry the skin. Rubbing freshly shaven skin can be irritating.	<input type="checkbox"/>	<input type="checkbox"/>
11. If shaving the face, offer the individual a mirror to inspect a job well done! <u>Why?</u> Taking pride in completing personal care skills increases self-esteem.	<input type="checkbox"/>	<input type="checkbox"/>

**PROCEDURE
(Shaving)**

STEPS	Partner Check	Instructor Check
12. Teach and assist with applying aftershave or skin lotion if individual chooses. <u>Note:</u> Alcohol in aftershave acts as an antiseptic for tiny nicks and cuts. It also has a cooling and refreshing sensation.	<input type="checkbox"/>	<input type="checkbox"/>
13. Teach and assist the individual with cleaning razor and storing all shaving items.	<input type="checkbox"/>	<input type="checkbox"/>
14. Teach and assist the individual to wash, rinse and dry their hands after shaving.	<input type="checkbox"/>	<input type="checkbox"/>

SHAVING WITH AN ELECTRIC RAZOR

15. Teach and assist the individual to safely turn on the electric razor. Explain the safety of shaving away from water. <u>Why?</u> Electrocutions can occur when electric appliances, including razors, come in contact with water.	<input type="checkbox"/>	<input type="checkbox"/>
16. Teach and assist the individual in using a mirror while shaving the face or under the arms.	<input type="checkbox"/>	<input type="checkbox"/>
17. Teach and assist the individual in using a gentle, even pressure as they move the electric razor over their skin. Demonstrate how running one hand over the shaved area can locate missed hair.	<input type="checkbox"/>	<input type="checkbox"/>

PROCEDURE (Shaving)		
STEPS	Partner Check	Instructor Check
18. Teach and demonstrate how to clean hair from the blades as needed during the shave.	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Note:</u> Be sure razor is turned off and unplugged each time the blades are cleaned. Why? Injuries can occur when handling blades when the razor is turned-on or plugged in to an electrical socket. Cleaning the blades keeps them sharp and provides for a smoother shave.</p>		
19. Teach and assist with applying aftershave or skin lotion if individual chooses.	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Note:</u> Alcohol in aftershave acts as an antiseptic for tiny nicks and cuts. It also has a cooling and refreshing sensation.</p>		
20. If shaving the face, offer the individual a mirror to inspect a job well done!	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Why?</u> Taking pride in completing personal care skills increases self-esteem.</p>		
21. Teach and assist the individual with cleaning razor and storing all shaving items.	<input type="checkbox"/>	<input type="checkbox"/>
22. Teach and assist the individual to wash, rinse and dry their hands after shaving.	<input type="checkbox"/>	<input type="checkbox"/>

Say

Before we begin the next skill sheet on teeth brushing, let's talk about dental care in general. Dental care is an area of health that until recently received little attention. Mouth care, including the care of one's teeth and gums is important for overall good health. Brushing after meals and flossing at least once per day helps keep your teeth and gums healthy. Clean teeth makes you look and feel better, your breath is fresher and your teeth are smooth and bright.

Do

Show overhead #34

Say

A healthy mouth is one that has:

- Pink gums
- Teeth that are white, free from dark spots
- Teeth that are not loose
- Fresh breath

Do

Show overhead #35

Say

A mouth that is not healthy has:

- Gums that may be red, swollen or bleeding

Your Presentation Notes

Healthy Mouth

- Pink gums
- Shiny, white teeth
- Teeth firm in gums
- Fresh breath

Session #11, Overhead 34

Unhealthy Mouth

- Red, swollen gums
- Bleeding gums
- Gums separated from teeth
- Loose teeth
- Dark or soft spots on teeth
- Holes in teeth
- Unpleasant odor coming from mouth

Session #11, Overhead 35

- Gums that do not fit close around teeth
- Teeth may be loose
- Teeth have dark or soft spots
- Teeth have holes
- An unpleasant odor comes from the mouth

We talked earlier in class about germs and infections. The mouth is another place germs (bacteria) grow. That's right! Germs, the sticky, bacteria that grows on the sides of your teeth is called PLAQUE. Plaque causes tooth decay and gum disease. Plaque is always forming and that is one reason for brushing often and flossing every day. Brushing removes the plaque from the surfaces of your teeth and gums. Flossing helps to remove plaque from between the teeth and under the gums. Along with daily brushing and flossing, a healthy diet, decreasing or eliminating sugar and seeing a dentist for checkups will help keep teeth and gums healthy.

For individuals who wear dentures or have removable teeth, daily brushing is also necessary. The same germ, plaque, can build up just as easily and be cause for an unhealthy mouth.

Your Presentation Notes

Do

Show overhead #36 and #37

Say

Sugar is a cause for plaque build up on the gums and teeth. We can all help in decreasing the amount of sugar in one's diet. Some of the common ways to reduce sugar are:

- Eat sugary foods, candies, snacks and drink sugary beverages less often
- Learn to recognize high sugar brand foods, candies and drinks and choose those brands with less sugar
- Brush and floss teeth and gums after eating sticky foods or sucking on sticky candies
- Avoid sugary foods, candies, drinks for rewards if rewards are used often

The individual's dentist can be helpful in working with you around mouth care needs. Specific information about dental aids, special tooth brushes, positioning for daily mouth care for individuals with physical challenges, or behavior challenges around tooth brushing would best be directed to the individual's person-centered planning team including his or her dentist's assistance and recommendations.

Your Presentation Notes

Reducing Sugar

- Eat or drink foods, snacks and beverages high in sugar less often
- Choose brands of foods, snacks and beverages that are lower in sugar

Session #11, Overhead 36

Reducing Sugar

- Brush and floss teeth and gums after eating sticky foods and candies or drinking beverages high in sugar
- If foods, snacks or beverages are used for rewards, use low-sugar or no-sugar items

Session #11, Overhead 37

You will find a copy of **Skill Sheet #6, Teeth Brushing** in the *Worksheets and Activities* section of your Resource Guide (please refer to page numbers).

Once everyone has finished, we will move on to the last skill sheet together.

Say

Our last skill sheet covers bathing and perineal care.

We know that bathing refers to the cleaning of one's body from head to toe. Perineal care refers to bathing the "private parts." These are the genital and anal parts of men's and women's bodies.

Personal care is a very private matter. It can be a challenge to you as a DSP. For that reason, it is recommended that if an individual needs assistance with bathing, perineal care and other personal care needs, the assistance should be completed by women for other women or girls and by men for other men or boys.

In most care facilities and homes a bed bath is rarely necessary. A complete bed bath means bathing a person's body while they are in bed or in special bathtubs designed for those individuals with severe physical disabilities. Most individuals you will assist

Your Presentation Notes

SKILL SHEET #6 MOUTH CARE (TEETH AND GUMS)

Name: _____

Date: _____

Attention: Daily brushing and flossing and regular dental check-ups are key to good mouth care.

1. Check inside of mouth for redness, gum swelling, loose teeth or unusual odor.
2. Report any changes in an individual's mouth to his or her dentist.
3. Brushing after meals and flossing once a day is recommended.
4. Encourage the individual to do as much as they can for themselves.

- Supplies:**
1. Personal toothbrush
 2. Sink and fresh water
 3. Personal towel
 4. Disposable gloves
 5. Personal toothpaste
 6. Personal floss
 7. Mouthwash

PROCEDURE (Teeth Brushing and Flossing)

STEPS	Partner Check	Instructor Check
1. Teach and assist the individual in washing their hands. The DSP should wash their hands as well.	<input type="checkbox"/>	<input type="checkbox"/>
<u>Note:</u> Use the method learned from Skill Sheet #1		
2. If the DSP is assisting with teeth brushing, he or she should wear disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>

Note: Refer to Resource Guide for directions on putting on disposable gloves. Protective eye glasses are also recommended.

Why? To prevent spread of germs through contact with saliva and blood from the mouth.

PROCEDURE
(Teeth Brushing and Flossing)

STEPS	Partner Check	Instructor Check
--------------	----------------------	-------------------------

- | | | |
|--|--------------------------|--------------------------|
| 3. Teach and assist the individual with taking the cap off the toothpaste. After wetting the toothbrush in clean water, put toothpaste on the toothbrush. | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

Note: A fluoride toothpaste and a soft toothbrush is recommended. Check with the individual's dentist for special instructions as needed.

- | | | |
|--|--------------------------|--------------------------|
| 4. Teach and assist the individual to hold the toothbrush at a 45 degree angle and gently brush the outer surfaces of the teeth. Use a circular or an up-and-down motion. | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

Note: A DSP may demonstrate or role model teeth brushing skills by brushing his or her own teeth.

- | | | |
|---|--------------------------|--------------------------|
| 5. Teach and assist the individual to brush the inside surfaces of the teeth with the same motion. | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|

- | | | |
|---|--------------------------|--------------------------|
| 6. Teach and assist the individual to spit out saliva and toothpaste foam as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|

Why? Saliva and foam builds up during brushing. It is better to spit then to swallow the saliva and toothpaste.

- | | | |
|--|--------------------------|--------------------------|
| 7. Teach and assist the individual to turn the toothbrush, bristle side up, and using the tip of the toothbrush, clean the inner sides of the top and bottom teeth. | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

Why? Brushing all tooth surfaces removes the plaque (germs and bacteria) from the teeth.

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|--|--------------------------|--------------------------|
| 8. Teach and assist the individual to brush the chewing surfaces of all teeth. Use a back-and-forth or scrubbing motion. Spit saliva as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

PROCEDURE
(Teeth Brushing and Flossing)

STEPS	Partner Check	Instructor Check
--------------	----------------------	-------------------------

- | | | |
|--|--------------------------|--------------------------|
| 9. Teach and assist the individual to gently brush tongue and gums. | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

Why? Brushing the tongue helps control bacteria from building up that contributes to mouth odor. Brushing the gums decreases plaque buildup where the gums and teeth meet.

- | | | |
|---|--------------------------|--------------------------|
| 10. Teach and assist the individual in rinsing their mouth. Fresh water works well. Mouthwash or a solution of mouthwash (1 part mouthwash to 3 parts water) may also be used. | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|

Note: Rinsing the mouth after brushing helps clean out bits of plaque that have become dislodged from the tooth surfaces. Rinsing also cleans out saliva and toothpaste that has been in the mouth during brushing.
Why? Rinsing with a mouthwash helps continue the fight against germs and bacteria buildup in the mouth. It can leave a pleasant taste and fight unpleasant mouth odor also.

FLOSSING THE TEETH AND GUMS

- | | | |
|---|--------------------------|--------------------------|
| 11. Teach and assist the individual in washing their hands. The DSP should wash their hands as well. | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|

Note: Use the method learned from Skill Sheet #1

PROCEDURE
(Teeth Brushing and Flossing)

STEPS	Partner Check	Instructor Check
--------------	----------------------	-------------------------

- 12. If the DSP is assisting with flossing, he or she should wear disposable gloves.**

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Note: Refer to Resource Guide for directions on putting on disposable gloves. Protective eye glasses are also recommended.

Why? To prevent spread of germs through contact with saliva and blood from the mouth.

- 13. Teach and assist the individual to wrap about 18" of floss around the middle fingers. Hold the floss against the middle fingers with the index fingers and thumbs.**

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Note: There are special flossing aids that can be used if individuals do not have good hand or finger control. The DSP may want to demonstrate or role model flossing skills by flossing his or her own teeth.

- 14. Teach and assist the individual to gently slide the floss down between the teeth. Move the floss up-and-down and back-and-forth along the sides of all teeth. Be sure to slide the floss below the gum line as each tooth is flossed.**

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Note: If the individual has braces or bridges, a floss threader (from the local drugstore) can be used to get floss under the wires.

Why? Flossing helps to break up the plaque that forms between the teeth and along the gum line.

PROCEDURE
(Teeth Brushing and Flossing)

STEPS	Partner Check	Instructor Check
15. Teach and assist the individual in rinsing their mouth. Use fresh water. Mouthwash or a solution of mouthwash (1 part mouthwash to 3 parts water) may also be used.	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Note:</u> Rinsing the mouth after flossing helps clean out bits of plaque that have become dislodged from the teeth and gums. Rinsing also cleans out saliva and blood that has been in the mouth during flossing. Why? Rinsing with a mouthwash helps continue the fight against germs and bacteria buildup in the mouth. It can leave a pleasant taste and fight unpleasant mouth odor also.</p>		
16. Teach and assist the individual to throw out used floss and wash, rinse and dry their hands.	<input type="checkbox"/>	<input type="checkbox"/>

will be able to take showers or baths with assistance and support. Some individuals may bathe independently. However, we can't always assume that individuals are getting themselves completely clean. You may need to check personal care skills from time to time to prevent body odor and discomfort for the individual.

You will find a copy of **Skill Sheet #7, Assisting an Individual with Bathing and Perineal Care** in the *Worksheets and Activities* section of your *Resource Guide* (please refer to the page numbers)

We will go through this last skill sheet together.

Say

Great job. Thank you for role playing those important personal care activities. If you continue to teach, assist and support good personal care habits, each individual will have the opportunity for leading a fuller, happier, more enjoyable life as they become more independent with their own care needs.

Definitions for the key words are also included. (Indicate the page numbers)

The review questions for this session are in your *Resource Guide* (refer to the page numbers). Some of you have been working

Your Presentation Notes

SKILL SHEET #7 ASSISTING AN INDIVIDUAL WITH BATHING AND PERINEAL CARE

Name: _____

Date: _____

Attention: **When assisting with bathing or showering:**

1. Remember to check water temperature. It should be warm to the touch.
2. Wash, rinse and dry each body part to prevent chilling, exposure and chapping.
3. Inspect skin for signs of injury or changes in condition.
4. Use soap sparingly and do not leave in water.
5. Provide privacy and warmth for the individual.
6. Talk about things of interest to the individual.
7. Encourage the individual to do as much as they can for themselves.
8. Demonstrate and explain correct bathing or showering procedures
9. Be prepared with all supplies.
10. Be sure your hands are washed and clean before beginning.

- Supplies:**
1. Clean basin, bathtub or shower stall
 2. Robe or clean clothes
 3. Soap and soap dish or special skin cleanser
 4. Personal towel
 5. Personal washcloth
 6. Disposable gloves for perineal care

PROCEDURE (Bathing and Perineal Care)

STEPS	Partner Check	Instructor Check
1. Teach and assist the individual how to, or check the water temperature for warmth before beginning. (Place your wrist under the running water)	<input type="checkbox"/>	<input type="checkbox"/>

Why? To prevent a chill or a burn.

PROCEDURE
(Bathing and Perineal Care)

STEPS

Partner Check

Instructor Check

2. Teach and assist the individual to wash their hands and wrists.

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Note: Use the method learned from Skill Sheet #1. The DSP will have washed their hands as well.

3. Teach and assist the individual to wash and rinse each eye. Begin from the inner corner of one eye (near the nose) and moving to the outer corner of the eye. Repeat this step on the other eye, using a clean corner of the washcloth.

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Why? Use different ends of the washcloth to prevent the spread of germs from one eye to the other.

4. Teach and assist the individual to wash and rinse their face, neck and ears. Use the soap to make suds. Use clean tap water to rinse. Be sure to wash and dry behind the ears.

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Note: Ask the individual if they want soap used or if they prefer a special cleansing product.
Why? Some individuals have sensitive skin.

5. Teach and assist the individual to wash, rinse and dry one shoulder, underarm and arm.

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Why? Beginning near the wrist, prevents dripping dirty water (germs) on already cleaned wrists and hands.

6. Repeat step 5 for the other shoulder, underarm and arm.

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PROCEDURE
(Bathing and Perineal Care)

STEPS	Partner Check	Instructor Check
7. Teach and assist the individual to wash and rinse the chest and stomach. Check under the breasts and any skinfolds as you go along.	<input type="checkbox"/>	<input type="checkbox"/>
8. Repeat step 7 for the back.	<input type="checkbox"/>	<input type="checkbox"/>
9. Teach and assist the individual to wash, rinse and dry hip and one leg.	<input type="checkbox"/>	<input type="checkbox"/>
10. Repeat step 9 for the other hip and leg.	<input type="checkbox"/>	<input type="checkbox"/>
11. Teach and assist the individual to wash, rinse and dry one foot.	<input type="checkbox"/>	<input type="checkbox"/>
12. Repeat step 10 for the other foot.	<input type="checkbox"/>	<input type="checkbox"/>

Note: Remember to assist the individual to dry completely. Make sure the skin is completely dry.

Why? Moisture in the skinfolds can result in cracking and the breakdown (infection) of skin. Moisture between the toes can result in cracking and infection.

Perineal Care for Females: Bathing of the genitals (sex organs) and anal (rectum) area of the body. These are sometimes referred to as “the private parts”.

13. When teaching or assisting with perineal care, put on disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
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Note: Refer to Resource Guide for directions on putting on disposable gloves.

Why? To prevent spread of germs.

PROCEDURE
(Bathing and Perineal Care)

STEPS	Partner Check	Instructor Check
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- 14. Teach the individual to separate the folds of skin in their “private parts”, called the labia and using suds and the washcloth, wash with one down stroke the sides of the labia. Using a different side of the washcloth, wash down the middle of the labia. Rinse from front to back.**

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Note: Always wash from the pubic area (front of the genitals) to the anal area to prevent contaminating the urethral opening (where the urine comes out) with germs or bacteria from the anal area.

- 15. Teach the individual to wash and rinse the anal area moving front to back. Use a different part of the washcloth for each wipe.**

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Perineal Care for Males: Bathing of the genitals (sex organs) and anal (rectum) area of the body. These are sometimes referred to as “the private parts”.

- 16. When teaching or assisting with perineal care, put on disposable gloves.**

Note: Refer to Resource Guide for directions on putting on disposable gloves.
Why? To prevent spread of germs.

- 17. Explain to the individual to hold their penis and wash, rinse and the tip. Always wash from the small opening (ureter) where the urine flows, outward or towards the end of the penis. Use a different part of the washcloth for each wipe.**

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Why? To prevent spreading germs (contamination) of the urethral opening.

PROCEDURE
(Bathing and Perineal Care)

STEPS	Partner Check	Instructor Check
18. Teach the individual to wash and rinse the shaft of the penis. Wash and rinse in the direction of the pubic area.	<input type="checkbox"/>	<input type="checkbox"/>
<u>Note:</u> If the individual is not circumcised, be sure the foreskin is pulled back and wash and rinse the penis. Return the foreskin to its natural position.		
19. Teach the individual to spread his legs and wash and rinse the scrotum. (The two sacks at the base of the penis) Clean between the skinfolds in this area and under the scrotum thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
20. Teach the individual to wash and rinse the anal area moving front to back. Use a different part of the washcloth for each wipe.	<input type="checkbox"/>	<input type="checkbox"/>

Note: Moisture between skinfolds may cause cracking of the skin and skin breakdown.

on them already. Let's go through them to be sure we all have the correct answers before you leave today.

Congratulations! You have just finished the last training session for Year Two of the Direct Support Professional Training. Great job and thank you all for your participation in these classes.

Your Resource Guide and all the practice tests are great study tools to prepare for the assessment and to use as resource information for your career as a Direct Support Professional. Good Luck to you all!

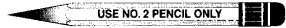
Your Presentation Notes

Resource Guide

Practice Questions
DIRECT SUPPORT PROFESSIONAL
CERTIFICATION EXAMINATION

NAME _____ DATE _____

DIRECTIONS: Use only a NO. 2 pencil. Make dark marks. Erase COMPLETELY to change your answer. Fill in your Social Security Number without any spaces between numbers. You will be given the test site number. Please bubble it in accurately.



Correct Mark: ☐ ☐ ☐

Incorrect Mark: ☐ ☐ ☐

1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
6	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
7	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
8	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
9	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
10	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

Directions: On the form above, please mark your answers to the following questions.

- 1. Germs can be spread by:**
 - A. Watching television
 - B. Doing some exercises
 - C. Coughing and sneezing**
 - D. Mowing the lawn
- 2. The best way to control the spread of germs is:**
 - A. Listening to talk shows
 - B. Having private rooms
 - C. Going to the doctor
 - D. Using Standard Precautions**
- 3. Which is one of the four skills for assessing change in an individual?**
 - A. Observation**
 - B. Reading
 - C. Teaching
 - D. Practice

4. Standard Precautions include:

- A. Flossing teeth
- B. Washing hands**
- C. Bathing regularly
- D. Changing sheets

5. A Health History is:

- A. A list of old requirements for menu planning
- B. A collection of opinions about an individual's background
- C. The documentation about an individual's health care needs**
- D. Some suggestions about the individual's likes and dislikes

6. Which one of the following is a Principle of Care?

- A. Sleeping
- B. Eating
- C. Communicating**
- D. Walking

7. Which statement is a fact?

- A. I think he is eating too much for dinner tonight
- B. I believe she likes to take a bath in the morning
- C. I weighed Nancy and the scale read 112 lbs.**
- D. I thought she was sad because she was crying

8. Personal Care activities may include:

- A. Bathing, shopping, hair grooming
- B. Hair grooming, shaving, shopping
- C. Shopping, bathing, mouth care
- D. Hair grooming, mouth care, shaving**

9. A DSP should wear disposable gloves when:

- A. Cleaning up urine and feces**
- B. It is cold outside
- C. Talking on the phone
- D. Doing the yard work

10. Signs and symptoms are:

- A. Ads for the cure of the common cold
- B. Changes observed in the individual**
- C. Hand and finger movements that spell words
- D. Notes about planned activities in the home

Key Word Dictionary

Wellness: Promoting Good Health

Session #11

Assess

To recognize changes in an individual. For example, change can be anything such as a behavior, health condition, or activity level.

Dignity

Treating people with respect.

Disinfect

To kill or eliminate most germs with a chemical solution.

Documenting

The process of recording the changes in an individual's daily routine or health care needs that have been noted through the assessment skills of listening, questioning and observing.

Germs

Bacteria or microorganisms that are alive and need warmth, moisture, darkness and oxygen to grow and live. Some germs are helpful to digestion of food and the elimination of bodily waste. Other germs are harmful and cause illness or infection.

Health History

A document that has medical history and current information about an individual's health care needs.

Infection

Germs in the body that may cause illness or injury if not treated.

Mouth Care

The care of the teeth and gums through brushing, flossing and routine dental check-ups.

Plaque

The sticky, bacteria and germs that build up on the teeth and can cause infection.

Principles of Care

A set of guidelines for working with individuals that includes safety, privacy, dignity, communication, infection control and independence.

Privacy

Assuring that an individual's personal care needs remain confidential.

Signs and Symptoms

Observation is about noticing change in a person's health, attitude, or behavior. Changes that are observed are called signs. The signs may be a symptom or indicate the presence of a disease, illness or injury. A symptom may also mean that someone is getting better.

Standard (Universal) Precautions

Standard Precautions are an approach to infection control. These precautions apply to all blood, all body fluids, secretions and excretions (urine and feces), whether or not they contain visible blood. They also apply to mucous membranes and where there is a cut or abrasion. Standard Precautions protect both the individual being assisted and the DSP. Standard Precautions include the use of disposable gloves and handwashing.

Resources for Wellness: Promoting Good Health

Developmental Disabilities: Resources for Healthcare Providers

<http://www.ddhealthinfo.org/>

Brushing and Flossing (1995). Kramer Communications.

Overcoming Obstacles to Dental Health (1995). Training Project, University of the Pacific, and Far Northern, North Bay, and Redwood Coast Regional Centers.

The ABC's of Safe and Healthy Child Care (1996). California Department of Health Services.

If You Want to Read More About Wellness: Promoting Good Health

Developmental Disabilities: Resources for Healthcare Providers

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Foundations for Caregivers (1993). American Red Cross.

Health Care Choices for Today's Consumer (1995). Marc S. Miller, Editor.

Healthy Smiles for Children with Special Needs (1996). San Diego Regional Center and Anderson Center for Dental Care.

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Quality of Life in Health Promotion and Rehabilitation (1996). Rebecca Renwith, Ivan Brown, Mark Nagler, Editors.

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Information Brief

Protection from Abuse

Introduction

There is a special concern for the abuse of children, dependent adults, and the elderly. As they are more vulnerable than others, such individuals face greater risk of abuse. Reporting suspected abuse will, hopefully, not occur often in your work as a DSP. However, it's important to know your responsibilities should you need to act.

Dependent adult abuse is defined as physical abuse, neglect, financial abuse, abandonment, isolation, abduction or other treatment with resulting physical harm or pain or mental suffering, or the deprivation by a care provider *of goods and services which* are necessary to avoid physical harm or mental suffering. **Child abuse** is defined as physical injury, which is inflicted by other than accidental means on a *child* by another person, sexual abuse, willful cruelty or unjustifiable punishment *of a child*, *unlawful* corporal punishment or injury and neglect.

Protection Against Abuse

The DSP can help protect individuals from abuse through:

Observation - pay attention to individuals in your care. Many are nonverbal and can't tell you when something is wrong.

Communication - talk with individuals and other DSP daily.

Conversation - talk with day programs, work and others.

Documentation - write down what you see and hear.

Review - look at what you have written for patterns.

Report - if abuse is **known or suspected**.

Reporting Requirements for Child Abuse

California law requires that any child care custodian, health care practitioner, or employee of a child protective agency who knows or reasonably suspects child abuse **must** report the abuse to a child protective agency immediately or as soon as practically possible by telephone and to send a written report within **36** hours of receiving the information concerning the incident.

Reporting Requirements for Adult Abuse

A **dependent adult** is any California resident 18 to 64 years of age, who has physical or mental limitations which restrict his or her ability to carry out normal activities or to protect his or her rights, including, but not limited to, persons who have physical or developmental disabilities or whose physical or mental abilities have diminished because of age. Included is any person 18-64 years of age, regardless of physical or mental condition, who is admitted as an inpatient to a 24-hour health facility.

An **elder** is anyone residing in California, who is 65 years of age or older, whether or not impaired mentally or physically.

California law requires care custodians and health practitioners to report certain kinds of abuse. Care custodians are administrators of certain public or private facilities, including but not limited to, community care facilities, 24-hour health facilities, respite care facilities, foster homes, schools, sheltered workshops, regional centers and offices or clinics.

Mandatory Reporting

DSPs are considered mandated reporters with a legal duty to report suspicion or knowledge of child, dependent adult, or elder abuse. Failure to report can result in a mandated reporter being held liable for both criminal and civil consequences. Conversely, the mandated reporter has complete immunity from legal actions even if the report turns out to be false.

All allegations of *abuse shall be reported* by telephone as soon as possible to either Child Protective Services, Adult Protective Services or the Ombudsman's office depending upon the age of the victim and the location of the alleged abuse. If the victim is a child the report will be made to *Child Protective Services* with a written follow up *report* to be submitted within 36 hours. If the victim is an adult *and* the abuse occurred in a long term care facility, the *alleged abuse is reported* to the Ombudsman's office. If the alleged abuse occurred at any other location, the report is made to Adult Protective Services. The telephone report concerning an adult shall be followed up with a written report within two working days.

Ombudsman Office Department of Aging

Each county is required to have an office devoted to the Ombudsman. This office receives reports of abuse to dependent adults if the abuse occurs in any long-term facility (nursing homes, residential facilities, foster homes, any licensed or unlicensed *residential* facility providing care and supervision).

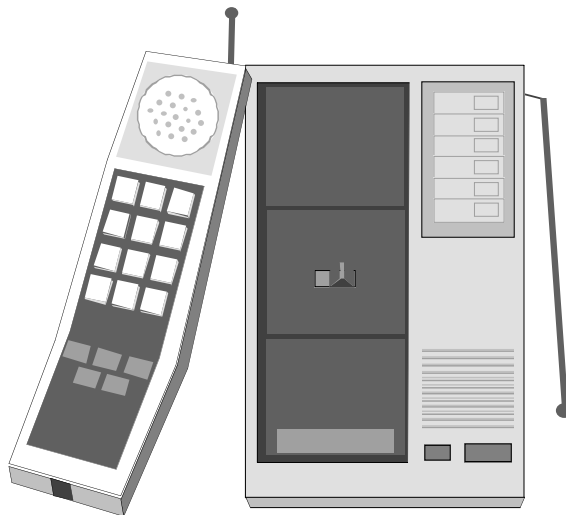
Adult Protective Services California Department of Social Services

Each county is required to have an office devoted to Adult Protective Services. This office receives reports of abuse to dependent adults. Each report is assigned to a case worker for investigation, assessment, and referral to appropriate agencies. The law requires mandated reporters to make a verbal report immediately, followed by a written report within two working days. When the suspected victim resides in a domestic setting, the abuse should be reported to the county Adult Protective Services Agency. If the abuse occurs in any long-term care facility (nursing homes, residential facilities, foster homes, or any licensed or unlicensed facility providing care and supervision), it must be reported to the local ombudsman program.

Child Protective Services Department of Social Services

Each county is mandated to have an office devoted to Child Protective Services. This office receives reports of abuse to children. Each report is assigned to a case worker for investigation, assessment and referral to appropriate agencies.

Child Protective Services is usually housed in the county Social Services department. To find the nearest office, look in the county government pages of the telephone directory under "Social Services; Children's Services and/or Child Protective Services." Many counties have 24-hour hotlines.



Elder and Dependent Adult Abuse

(excerpted from Los Angeles Infoline)

Quick Checklist. When an elderly person or dependent adult is being abused, neglected or exploited, prioritize for safety:

1. Is the person being injured or otherwise endangered at that moment? If **YES**, call the police or paramedics.
2. Is the suspected abuse occurring in a residential facility or adult day health center? If **YES**, report to the local Long Term Care Ombudsman.
3. Is the abuse occurring outside of a residential facility? If **YES**, report to Adult Protective Services.

Definitions. Listed below are possible indicators of abuse (adapted from guidelines developed by Adult Protective Services):

Physical Abuse: Pushing, shoving, shaking, slapping, or beating, or unreasonable restraint.

Indicators: unexplained bruises, welts, or burns; friction marks; bleeding scalp; detached retina; unset broken bones or other untreated injuries; any repeated injuries. Frequent emergency room visits. Frequent changes of doctors. Conflicting or implausible explanations of injuries.

Neglect: Failure to provide basic needs such as food, shelter, or medical treatment, or abandonment.

Indicators: dehydration or malnourishment; untreated bed sores; medication withheld or improperly self-administered; poor personal hygiene; soiled clothing or bedding left unchanged; keeping appliances the person needs such as bedside commode or walker out of reach; lack of clothing or other necessities; inadequate heat or ventilation; safety hazards in home.

Psychological Abuse: Verbal threats or insults, or other intimidating behavior.

Indicators: caregiver accuses the abused person of being incontinent on purpose; threatens him with placement in a nursing home.

Financial Exploitation: Mismanagement of money; theft of property.

Indicators: missing property; unpaid bills or rent; lack of clothing or other basics; unexplained bank account or auto-teller withdrawals; unexpected changes in wills or titles to property; adult's money not being spent on clothes or other basics needs.

Other Indicators of Abuse: Abused adult is kept isolated from family or friends and not allowed to speak for himself. Caregiver resists assistance from social service agencies. Caregiver has a history of abusing others. Caregiver appears angry at elder or dependent adult. Abused person may appear fearful, withdrawn, depressed, or confused (and these conditions are not caused by mental dysfunction).

Child Abuse

(excerpted from Los Angeles Infoline)

Quick Checklist. When a child is abused or neglected, prioritize for safety:

1. Is the child being injured or otherwise endangered at that moment? If **YES**, call the police.
2. Is abuse or neglect suspected? If **YES**, report to Child Protective Services.

Definitions. Child abuse (the abuse of a person under 18 years of age) may include physical, sexual, or emotional abuse; neglect; exploitation; or abandonment. Listed below are possible indicators adapted from Department of Children's Services guidelines:

Physical abuse: deliberate injury (usually overpunishment).

Indicators: unexplained and/or untreated fractures; multiple fractures; unexplained welts; bruises on parts of the body which aren't normally bruised in accidental bumps or falls; friction marks (rope burns); cigarette burns; immersion burns, caused by immersion in scalding water, (sock-like burns on feet, doughnut-shaped burns on buttocks, glove-like burns on hands). Pattern of injuries regularly appearing after weekends, vacations, or other absences. Injuries where the explanation doesn't match the injury.

Sexual Abuse: oral, anal, or vaginal intercourse; fondling; exhibitionism.

Indicators: difficulty in walking or sitting down; pain or itching in genital area; vaginal or anal bleeding; bruised genitalia; bloody underclothing; sexually transmitted disease or pregnancy in children who are probably too young to have dating relationships.

Neglect: inadequate food, shelter, clothing, supervision, or medical or dental care; abandonment.

Indicators: constant hunger; poor hygiene; inadequate clothing; lack of supervision, especially for long periods or when child is engaged in dangerous activities; medical needs left untreated; medical diagnosis of malnourishment or non-organic failure to thrive.

Emotional Abuse: cruelty; unjustifiable punishment.

Indicators: child reports punishment which is excessive, bizarre or humiliating; medical diagnosis of non-organic failure to thrive; child's inappropriate behavior (infantile or antisocial); child's suicide attempts.

Information Brief

Incident Reporting

Title 22

Each licensee shall furnish to the licensing agency reports including, but not limited to:

1. Death of any client from any cause.
2. Any injury to any client which requires medical treatment.
3. Any unusual incident or absence which threatens the physical or emotional health or safety of any client.
4. Any suspected physical or psychological abuse of any clients.
5. Epidemic outbreaks.
6. Poisonings.
7. Catastrophes.
8. Fires or explosions which occur in or on the premises.

A REPORT BY TELEPHONE SHALL BE MADE TO THE LICENSING AGENCY WITHIN THE AGENCY'S NEXT WORKING DAY DURING ITS NORMAL BUSINESS HOURS. A WRITTEN REPORT SHALL BE SUBMITTED TO THE LICENSING AGENCY WITHIN SEVEN DAYS FOLLOWING THE OCCURRENCE OF EVENT.

A sample reporting form is on the following two pages.

Title 17

Special Incident Reporting is the documentation prepared by DSPs detailing special incidents and provided to the regional center. Special incidents are those incidents which:

1. Have resulted in serious bodily injury, serious physical harm, or death.
2. Have resulted in the use of emergency intervention procedures.
3. May result in criminal charges or legal action.
4. Result in the denial of a client's rights.
5. Or, are any of the following: epidemic outbreaks, poisonings, catastrophes, fires or explosions.

ALL PROVIDERS SHALL NOTIFY, BY TELEPHONE, THE REGIONAL CENTER OF ANY SPECIAL INCIDENTS, AS SOON AS POSSIBLE, AND IN NO CASE LATER THEN THE END OF THE VENDOR'S BUSINESS DAY. A WRITTEN REPORT SHALL BE SUBMITTED TO THE REGIONAL CENTER WITHIN 24 HOURS OF THE INCIDENT.

Some Regional Centers have a form for your use, others allow use of the Licensing Form. **IF IN DOUBT - FILL IT OUT.**

Teacher's Resource Guide - Session #11: Wellness - Promoting Good Health

STATE OF CALIFORNIA - HEALTH AND WELFARE AGENCY

(REPLICATION OF ORIGINAL)

UNUSUAL INCIDENT/INJURY/ DEATH REPORT

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

CHECK ONE OR MORE BOXES:

☐ Incident ☐ Injury ☐ Death

Date of Occurrence:

INSTRUCTIONS: NOTIFY THE LICENSING AGENCY AND, APPLICABLE, PERSON(S) AND/OR PLACEMENT AGENCY(IES) RESPONSIBLE FOR CLIENT(S) WITHIN THE AGENCY'S NEXT WORKING DAY OF ANY UNUSUAL EVENT, INCIDENT, INJURY REQUIRING MEDICAL TREATMENT AS DETERMINED BY PHYSICIAN OR DEATH. COMPLETE SECTIONS I, II, AND/OR III AS APPROPRIATE. ATTACH SHEET IF ADDITIONAL SPACE IS NEEDED. SEND ORIGINAL TO THE LICENSING AGENCY WITHIN 7 DAYS OF THE EVENT. RETAIN A COPY IN CLIENT(S) FILE. RESIDENTIAL FACILITIES FOR THE ELDERLY SHALL COMPLY WITH SECTION 87508 REGARDING THIS REQUIREMENT.

Name of Facility

Facility File Number

Telephone Number
()

Address

Client(s) Involved

Age

Sex

Date of Admission

1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____

I. UNUSUAL EVENT OR INCIDENT - UNUSUAL INCIDENTS INCLUDE CLIENT ABUSE, UNEXPLAINED ABSENCES, OR ANYTHING THAT AFFECTS THE PHYSICAL OR EMOTIONAL HEALTH AND SAFETY OF ANY CLIENT AND EPIDEMIC OUTBREAKS, POISONINGS, CATASTROPHES, FACILITY FIRES OR EXPLOSIONS.

DESCRIBE EVENT OR INCIDENT (INCLUDE DATE, TIME, LOCATION AND NATURE OF INCIDENT)

EXPLAIN WHAT IMMEDIATE ACTION WAS TAKEN - INCLUDE PERSONS CONTACTED AND IF INJURY OCCURRED COMPLETE SECTION II

DESCRIBE WHAT FOLLOW-UP ACTION IS PLANNED - INCLUDE STEPS TO BE TAKE TO PREVENT OCCURRENCE

II. INJURY REQUIRING MEDICAL TREATMENT

DESCRIBE HOW AND WHERE INJURY OCCURRED

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WHAT APPEARS TO BE THE EXTENT OF THE INJURIES?

PERSONS WHO OBSERVED THE INJURY

ATTENDING PHYSICIAN'S NAME, FINDINGS AND TREATMENT

III. DEATH REPORT

DATE AND TIME OF DEATH

PLACE OF DEATH

DESCRIBE IMMEDIATE CAUSE OF DEATH (IF CORONER REPORT MADE, SEND A COPY WITHIN 30 DAYS)

DESCRIBE CONDITIONS CONTRIBUTING TO DEATH

WHAT ACTION DID YOU TAKE?

NAME OF ATTENDING PHYSICIAN

NAME OF MORTICIAN

SIGNATURE OF PERSON REPORTING

DATE

SIGNATURE OF LICENSEE ADMINISTRATOR

DATE
